Uludağ Üniversitesi Eğitim Fakültesi Dergisi / Journal of Uludag University Faculty of Education
e-ISSN: 2667-6788 https://dergipark.org.tr/tr/pub/uefad
Yıl **2025,** Cilt **38**, **Özel Sayı**, **1-33** | DOI: https://doi.org/10.19171/uefad.1583957 **Derleme | Review**

A Systematic Review of the Character Strengths in Teacher Education[1]

Öğretmen Eğitiminde Karakter Güçleri: Bir Sistematik Derleme Çalışması

Meltem YILDIZ
Dr. Öğr. Üyesi ◆ Bursa Uludağ Üniversitesi, Eğitim Bilimleri ◆ meltemyildiz@uludag.edu.tr ◆ ORCID: 0000-0002-4535-6903

Abstract

This systematic review aims to provide a comprehensive and multifaceted perspective on the character strengths of pre-service teachers and stakeholders in teacher education through a rigorous examination of the existing research on character strengths in teacher education. The literature review for the systematic review was conducted between August and October 2024 across multiple databases covering the period from 2000 to 2024. The review included 11 studies, evaluated by the PRISMA protocol and responsive to the research questions. The evaluation of these studies revealed that the most prominent character strengths among pre-service teachers are fairness, kindness, honesty, love, gratitude, leadership, and teamwork. Additionally, different character strengths emerge as particularly salient among pre-service teachers according to their gender, country and department. The study revealed that the virtue of wisdom was associated with the sub-dimensions of happiness, the virtue of transcendence was associated with life satisfaction, and the character strengths most closely linked to the psychological issues experienced by pre-service teachers were those under the virtue of courage. The results indicated that the intervention studies had a beneficial effect on both the participants' personal well-being and their professional development. Based on these findings, it can be concluded that character strengths play a significant role in teacher education and development.

Keywords: Character strengths, Pre-service teachers, Teacher education, Systematic review

Özet

Bu sistematik derlemenin amacı öğretmen eğitiminde karakter güçleri ile ilgili yapılan araştırmalar vasıtasıyla öğretmen adaylarının ve öğretmen eğitimindeki paydaşların karakter güçlerine ilişkin çok yönlü bir bakış açısı sunmaktır. Sistematik derleme için yapılan literatür taraması; Ağustos – Ekim 2024 tarihleri arasında çeşitli veri tabanlarında 2000-2024 yılları arasında kısıtlama yapılarak konu ile ilgili anahtar sözcükler vasıtasıyla gerçekleştirilmiştir. PRISMA protokolü ve araştırma sorularına yanıt verme durumları değerlendirilerek 11 çalışma derlemeye dahil edilmiştir. Bu araştırmaların değerlendirilmesi sonucunda; öğretmen adaylarının öne çıkan karakter güçlerinin hakkaniyet nezaket, dürüstlük, sevgi, minnettarlık, liderlik ve takım çalışması olduğu; cinsiyetlerine, öğrenim gördükleri ülke ve bölüme göre öğretmen adaylarının farklı karakter güçlerinin öne çıktığı tespit edilmiştir. Mutluluğun alt boyutları ile bilgelik erdemi, yaşam doyumu ile aşkınlık erdemi ve psikolojik sorunlarıyla öğretmen adaylarının en çok ilişkili olan karakter güçlerinin cesaret erdemi altında olduğu belirlenmiştir. Hazırlanan müdahale çalışmalarının onların hem kişisel iyi oluşlarına hem de profesyonel gelişimlerine olumlu etkileri olduğu tespit edilmiştir. Elde edilen bulgulara dayanarak öğretmen eğitiminde karakter güçlerinin önemli bir kaynak teşkil ettiği ve bu konudaki araştırmaların sayısının artırılmasının hem öğretmen yetiştirmenin hem de eğitim- öğretim faaliyetlerinin niteliğine fayda sağlayacağı söylenebilir.

Anahtar Kelimeler: Karakter güçleri, Öğretmen adayları, Öğretmen eğitimi, Sistematik derleme

[1] This study was presented as an oral presentation at the VII. International Teacher Education and Accreditation Congress (ITEAC) held at Bursa Uludağ University between 18-20 October 2024.

Kabul Tarihi / Received: 11.12.2024 | Onay Tarihi / Accepted: 02.05.2025

1. Introduction

Teachers occupy a unique position in the development of their students, both individually and collectively, and in the construction of society at large. They do so through the information they provide directly within the education system and as role models. Compared to other components of education, teachers exert the greatest influence on the functioning of the system and the quality of the services provided, as well as on the students (Saracaloğlu & Kumral, 2007). Given teachers' pivotal role in educational and social contexts, a substantial body of research has been dedicated to identifying the attributes that distinguish effective educators. These studies have consistently highlighted the significance of a range of competencies, including managerial and pedagogical abilities, such as in-depth subject matter expertise, effective classroom management, and personal attributes such as humor, compassion, open-mindedness, leadership, creativity, responsibility, perseverance, patience, love of learning, and enthusiasm for life. These characteristics are widely regarded as hallmarks of effective teaching (Cattell, 1931; Colker, 2008; Demmon-Berger, 1986; Duckworth et al., 2009; Elizabeth et al., 2008; Faull, 2008; Gurney, 2007; Johnson, 1980; Mcber, 2000; Tamblyn, 2000; Taylor & Wash, 2003). Recent studies on the characteristics of effective teachers have begun to focus on the character strengths that have been found to influence teachers' professional development and improved teaching performance. These strengths are positive personality traits that shape personal identity (Lian et al., 2021; Symbaluk & Howell, 2018; Yin & Majid,2018).

Character strengths are defined as positive personality traits that are morally valuable (Peterson & Seligman, 2004). These characteristics collectively comprise the essential moral quality required for the growth and advancement of individuals and societies (Park et al., 2006). Teachers operate within a challenging working environment that necessitates the presence of specific character strengths (Chang, 2009; Murphy et al., 2004; Ross et al., 2012), particularly those that are directly pertinent to their profession (Rodger & Raider-Roth, 2006; Harzer & Ruch, 2016). Character strengths in an individual enable maintaining positive interpersonal relationships, fostering more favorable emotional states, and attenuating the significance attributed to personal challenges (Da Costa et al., 2024). Furthermore, it predisposes effective teaching practices, as character strengths often manifest consistently in one's behavior (McGovern, 2011; McGovern & Miller, 2008; McGrath, 2015). Numerous studies have been conducted in the academic literature that have revealed many factors associated with educators' character strengths. These factors are: Teacher self-efficacy, which is a component that falls within the purview of the teacher's agency (Tyrer-Davies, 2023), job burnout (Fiorili et al., 2023; Kim et al., 2019), psychological well-being (Kurt Atık, 2022; Vesely et al., 2013), the quality of relationships with colleagues (Gomes & Hardikar, 2021), subjective well-being (Chan, 2019; Cintra, 2016 trans. Da Costa et al., 2024), life satisfaction (Abasimi & Xiaosong, 2016), feelings of self-efficacy (Shoaib et al., 2024), job satisfaction (Harzer & Ruch, 2012) and positive interpersonal teacher behaviors, and self-efficacy beliefs about the moral education of students (Ghorbani et al., 2021). It was also found that teachers' character strengths were related to their high level of competence in the realm of classroom management (Tabbasum et al., 2023), the establishment of favorable teacher-student relationships (Gomes & Hardikar, 2021; Hagenauer et al., 2015), and teaching effectiveness (Shoaib et al., 2024). This literature, which comprises research on teachers' character strengths and the significance of personal characteristics in determining the readiness of pre-service teachers (Haigh et al., 2013), has prompted a shift in focus towards character strengths in teacher education.

The professional development of pre-service teachers commences with their placement in their major disciplines at the university. Amongst other factors, forming pre-service teachers' professional identities is of significant importance in the professional development process, as it

determines how teachers teach (Beijaard et al., 2004). The formation of a professional identity is a complex process that involves the interpretation and re-examination of experiences and is influenced by several personal, historical, social, psychological, and cultural factors. The teacher's professional identity is inextricably linked with their personal identity, so it is impossible to separate the two (Lamote & Engels, 2010). Character strengths are indicative of personal identity (Niemiec, 2018). The systematic identification and promotion of character strengths among pre-service teachers during their training can facilitate professional and personal development (Gradisek, 2023a). In order for teachers to be effective and to facilitate their professional development, it is crucial to examine and cultivate the character strengths of those preparing to become teachers.

Teachers facilitate not only cognitive development by imparting field knowledge to students, but also moral and social development as role models (Arthur et al., 2015; Majid et al., 2014). As posited by Arendt (1971), the act of teaching can be considered a moral undertaking, an end in itself and a means of fostering ethical conduct that is both reflective and conscious. Supporting the view that teachers need to have good moral character for broader moral education purposes (Arthur et al., 2005; Carr, 2007; Osguthorpe, 2008), a study demonstrated a relationship between teachers' character strengths and their self-efficacy beliefs regarding moral education (Ghorbani et al., 2021). Furthermore, it is essential that adults exemplify and illustrate the values and character strengths that they wish to instill in children (Haslip et al., 2019). Teachers are adept at interacting with their students on a regular basis, fostering positive social interactions that can contribute to the nurturing of students' character strengths (FitzSimons, 2015). Nevertheless, educators are inadequately prepared, both before and after their initial training, in the area of moral character education and character strengths (Lickona, 1993). It is crucial to emphasize moral character throughout the teaching career (Arthur et al., 2015). Addressing the character strengths of student teachers may be an appropriate starting point.

In addition to the general stressors that all students face, those training to become teachers encounter a number of specific challenges. These include a demanding academic curriculum, practical courses, teaching internships, and a perception that the demands placed on them are high (Chaplain, 2008; García-Martínez et al., 2021; Geng et al., 2015). A substantial body of literature indicates a correlation between teachers' character strengths and their well-being and mental health. Furthermore, research has demonstrated that the character strengths of university students in the same age group as pre-service teachers are associated with life satisfaction, university satisfaction (Lounsbury et al., 2009), psychological well-being (Linley et al., 2010), and personal well-being (Hutcherson et al., 2008; Park & Peterson, 2008). It can be reasonably proposed that the character strengths of pre-service teachers contribute to their well-being and mental health. In one of the few studies on this topic, it was found that the coping mechanisms of pre-service teachers improved, enabling them to contribute to a more supportive learning environment as a result of the intervention study (Janapati & Vijayalakshmi, 2024). Consequently, research on the character strengths of pre-service teachers can foster a comprehensive understanding of these strengths among this group and facilitate the advancement of their qualifications in the dynamic context of the twenty-first century (Mar & Hercz, 2024).

In a theoretical analysis study in which articles dealing with character strengths in education were analyzed and exogenous variables were tested in character strengths studies, it was found that teachers' character strengths are an important factor in the education of children and also become an important requirement in the development of teaching professional identity (Yin & Majid, 2018). In the study conducted by Yin and Majid (2018), the focus was on character strengths throughout the

educational process. However, the present study was specifically limited to studies that addressed the character strengths of pre-service teachers who are undergraduate students and the character strengths-based practices they experience in their educational processes. The determination of whether the synthesized results regarding character strengths in educational processes are also observed in the educational process of pre-service teachers would be a useful subsequent step. Given the training they receive at the faculty of education, it is anticipated that pre-service teachers will be able to assist their students in identifying and nurturing their abilities, as well as becoming effective educators upon entering the workforce. It can be argued that pre-service teachers can use their own character strengths as a guide to meet these expectations. Furthermore, it can be argued that pre-service teachers who take good care of their own development and lead a satisfying life can support their students in all areas of development and lead a satisfying life throughout their teaching careers. Conversely, pre-service educators who are taught to cultivate, construct, and utilize their character strengths are likely to demonstrate enhanced resilience, superior stress management abilities, and reduced susceptibility to burnout. As posited by Gradisek (2023b), higher education institutions, particularly faculties of education, should be institutions that foster positive development, particularly in the character strengths of those preparing to become teachers. This should be done in a way that enables both those preparing to become teachers and teachers in the field to experience positive emotions. It is crucial to identify the gaps in the existing literature by synthesizing the findings from studies examining the fulfillment of the duties of faculties of education and the character strengths of pre-service teachers. It is noteworthy that no such study concerning character strengths has been previously identified in the extant literature. This fact may enable this study to make a valuable contribution to the ongoing expansion of knowledge on this subject by addressing the existing gaps. The objective of this systematic review is to offer a comprehensive and multifaceted analysis of the character strengths exhibited by pre-service teachers and other key stakeholders in the field of teacher education. To this end, the review will draw upon existing research on character strengths in teacher education. In order to achieve this objective, responses were sought to the following questions:

1. What character strengths are most prevalent among pre-service teachers?
2. How is the distribution of character strengths of pre-service teachers according to various demographic characteristics (country, gender, department)?
3. Which variables are related to the character strengths of pre-service teachers?
4. What form did the interventions take for the pre-service teachers, and on what character strengths were they based?
5. What research has been carried out into the character strengths of other stakeholders in teacher education?

2. Method

2.1. Research Design

A qualitative systematic review model is a method of synthesizing the findings of individual primary research studies without undertaking a statistical analysis (Norman, 2020). In the present study, a qualitative systematic review model is employed to synthesize the findings of studies examining the character strengths of pre-service teachers and the character strengths embedded within teacher education programs, without undertaking a statistical analysis.

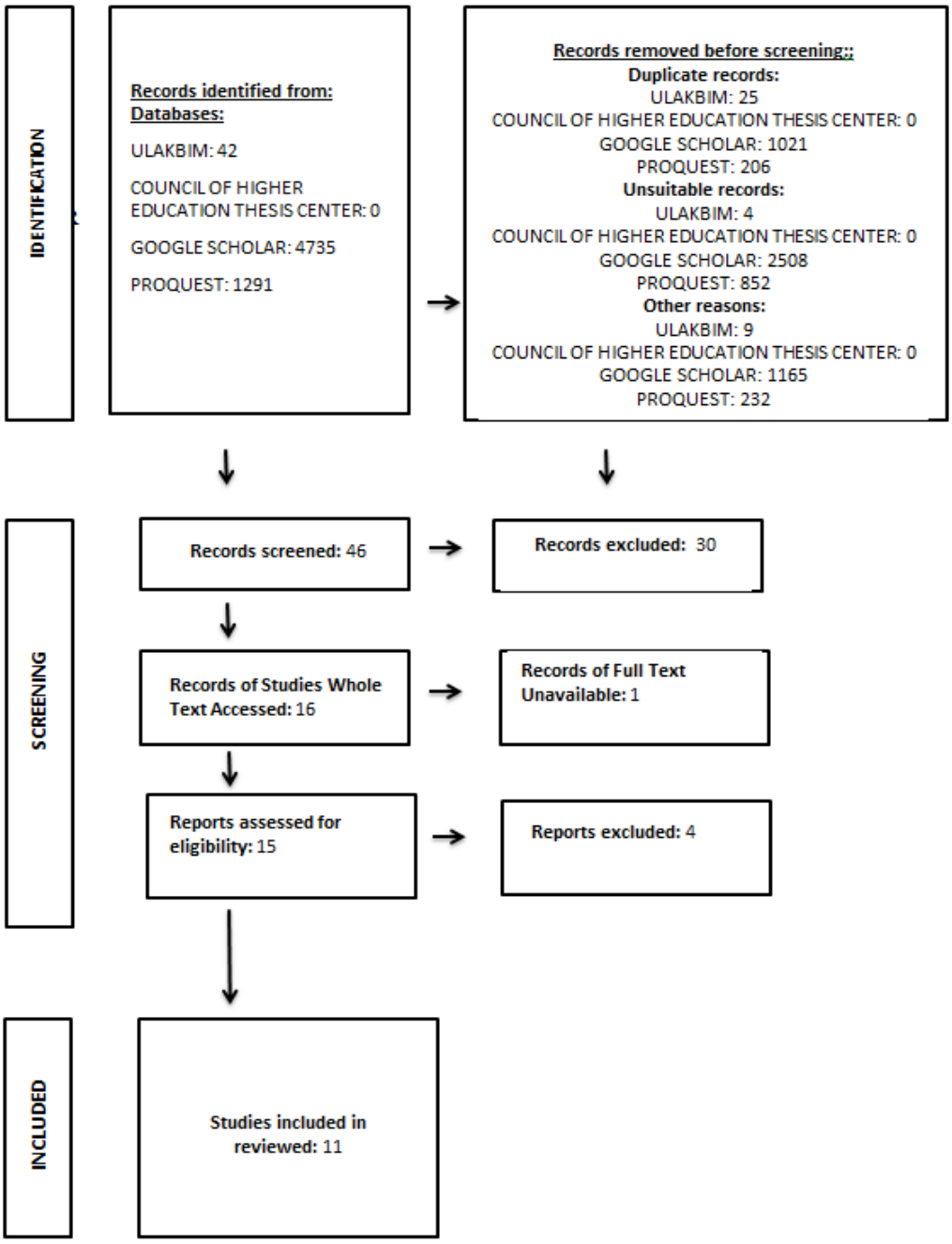
2.2. Data Collection Process

The Preferred Reporting Items for Systematic Review and Meta-analysis (PRISMA) protocol was selected for this review study due to its suitability for the field of social sciences and its prevalence in the literature (Dibek & Toptaş, 2023). Figure 1 depicts the diagram created in accordance with the stipulations of this protocol.

A comprehensive literature review was conducted between 28 August 2024 and 15 October 2024 to inform the data collection process within the scope of the study. The review was carried out in Google Scholar, Ulakbim, the Council of Higher Education Thesis Center, and ProQuest Dissertation and Thesis databases, covering studies published between 2000 and 2024 in both Turkish and English. In order to identify studies on character strengths in teacher education, a search was conducted using the following keywords: 'pre-service teachers', 'prospective teachers', 'teacher candidates', 'teacher education', 'education faculties', 'character strengths'. The search terms were combined using the 'And' operator to narrow the scope of the search.

The following criteria were employed in order to determine the inclusivity of the review: firstly, the language of the studies must be Turkish or English; secondly, the studies must have been published between 2000 and 2024; thirdly, the studies must be open access in full text; fourthly, the studies must relate to undergraduate student teachers or stakeholders working in teacher education; fifthly, the VIA Character Strengths and Virtue Classification must be taken as a basis; and sixthly, all character strengths included in the VIA Character Strengths and Virtue Classification must be addressed. The searches yielded a total of 15 studies, comprising articles, research reports, and book chapters, that met the specified criteria.

Figure 1. *PRISMA Flowchart*



2.3. Data Analysis

Following the listing of studies meeting the established inclusion and exclusion criteria, the researcher proceeded to examine them in accordance with their level of responsiveness to the research questions of the present study. This assessment was conducted with regard to the studies' stated aims, research methods, measurement tools, and findings. A total of fifteen studies were reviewed; however, two articles, one thesis, and one book chapter were not included in the review. In the first article (Metcalfe & Ozcan, 2014), the VIA Character Strengths and Virtues classification was not utilized for the categorization of character strengths. In the second article (Lapsley & Woodbury, 2016), the focus was on character education in educational processes in general, rather than on

teacher education, and the VIA Character Strengths and Virtues classification was not addressed in any detail. The thesis study (Moehle, 2011) examining the effect of strengths-based mentoring practices on the development of pre-service teachers was not included because it did not use the VIA Character Strengths and Virtues Classification. The book chapter (Gregersen &Mercer, 2022), which comprises two case studies, was not included in the review because it was conducted with participants who had a master's degree. Following an examination of the quality of the studies, 11 studies were deemed suitable for inclusion in the review. The details of these studies can be found in Table 1.

Table1. *Characteristics of the Studies Included in the Review*

Authors	*Publication Type*	*Year*	*Country*	*Purpose of Publication*
Hae-Jung Lee, Jeong-Jin Youn, Seung-HwaJwa	Article	2016	South Korea	The objective of this study is to examine the impact of the character strengths and anger control of pre-service early childhood education teachers on their teaching professionalism.
Ildikó Holik, István Dániel Sanda	Article	2020	Hungary	The objective is to ascertain the virtues and character strengths of those who act as mentors to pre-service teachers.
Thet Thet Mar, Mária Hercz	Article	2024	Myanmar	The objective of this study is twofold: firstly, to examine how pre-service teachers perceive and experience character strengths; secondly, to explore the basic philosophical beliefs that shape their perceptions of character strengths.
Gayathri Janapati, V. Vijayalakshmi	Article	2024	India	The objective of this study is to assess the efficacy of a character strengths intervention in enhancing the psychological resilience and cognitive flexibility of pre-service teachers.
Josep Gustems , Caterina Calderon	Article	2014	Spain	The objective of this study is to define the character strengths of pre-service teachers, examine the relationship between these character strengths and psychological symptoms, and analyze the character strengths that explain psychological well-being.
Tammy Gregersen, Peter D. MacIntyre	Book Chapter	2018	United Kingdom	This study focuses on the responses of pre-service teachers to the guidance provided by their mentor teachers, who exhibit a number of the same character strengths.
Polona Gradišek	Book Chapter	2023b	Slovenia	The objective of this study is threefold: firstly, to assess the character strengths of

Authors	*Publication Type*	*Year*	*Country*	*Purpose of Publication*
				pre-service teachers; secondly, to identify the character strengths of students during the workshop; and thirdly, to encourage students to consider the potential applications of character strengths in their professional development. In addition, the study will collect and qualitatively analyze students' written reflections on the role of character strengths in their professional development.
Polona Gradišek	Article	2012	Slovenia	The objective of this study is twofold: firstly, to investigate the ranking of teachers' character strengths and to compare the character strengths of teachers and pre-service teachers; secondly, to examine the relationships between character strengths and life satisfaction.
Polona Gradišek	Full Paper Text	2023a	Slovenia	The objective is to ascertain and foster the character strengths of pre-service teachers who are in their first year of studies in the preschool education department.
Se-Jin Eom, Hyun-Young Kang, Hyun-Ah Seo	Article	2016	South Korea	The objective of this study is to examine the effect of character strengths and happiness on the anger expressions of pre-service preschool education teachers.
James Arthur, Krıstján Krıstjánsson, Sandra Cooke, Emma Brown, Davıd Carr	Research Report	2015	England	This paper considers the virtues that a good teacher may require and the part these play in the act of teaching.

3. Findings

3.1. Findings Related to Pre-Service Teachers' Prominent Character Strengths

The study includes three articles, one research report, one full text of a paper and two book chapters, which present findings on the ranking of pre-service teachers' prominent character strengths. The character strengths that pre-service teachers consider to be most prevalent among themselves are presented in Table 2, along with their respective rankings in the studies.

Table 2. *Ranking of Pre-Service Teachers' Prominent Character Strengths*

Publication tag	*F*	*H*	*G*	*K*	*Hu*	*LL*	*C*	*Le*	*L*	*T*	*J*	*Cru*	*A*
Arthur et al. 2015	1	2	-	3	4	5	6	-	-	-	-	-	-
Gradisek, 2023a	1	4	3	2	-	-	-	5	6	-	-	-	-
Gradisek,2012	3	4	6	1	-	-	-	-	2	5	-	-	-
Gradisek, 2023b	1	-	5	2	-	-	-	4	6	3	-	-	-
Gustems & Calderon, 2014	2	5	-	1	-	-	-	6	4	3	-	-	-
Gregersen & MacIntyre,2018	2	3	4	1	-	-	-	-	6	-	5	-	-
Mar & Hercz, 2024	-	-	-	-	-	-	5	3	-	1	2	4	6

Note. F= Fairness, H= Honesty, G= Gratitude, K=Kindness, Hu= Humor, LL= Love of learning, C= Creativity, Le= Leadership, L=Love, T=Teamwork, J=Judgment, Cru= Curiosity, A= Appreciation of beauty and excellence

When Table 2 is analyzed, the prominent character strengths of pre-service teachers, which are emphasized as common in the results of all seven studies, are fairness (n=6), kindness (n=6), honesty (n=5), love (n=5), gratitude, leadership and teamwork (n=4).

3.2. Findings Related to the Distribution of Character Strengths of Pre-Service Teachers According to Various Demographic Characteristics

A single study included in the research employed a classification of character strengths according to the gender of the pre-service teachers. The character strengths that female and male pre-service teachers identified as their most salient are presented in Table 3 in order of frequency.

Table 3. *Ranking of Character Strengths According to Gender of Pre-Service Teachers*

Publication tag	*Gender*	*F*	*K*	*H*	*LL*	*C*	*Hu*	*P*	*Cru*
Arthur et al. 2015	Female	1	2	3	4	5	6	-	-
	Male	2	4	3	-	-	1	5	6

Note. P= Perseverance

Upon examination of Table 3, it becomes evident that the character strengths that are most prevalent in both female and male pre-service teachers are fairness, kindness, honesty, and humor. It can be posited that the most prominent character strengths of female teachers are predominantly aligned with the virtue of wisdom. In contrast, the most prominent character strengths of male teachers are predominantly aligned with the virtue of courage.

The study incorporates a total of four sources: one article, one full text of a paper, and two book chapters. These sources pertain to the countries and departments of pre-service teachers' education. Table 4 presents the character strengths that pre-service teachers believe they possess the most, according to the countries and departments they have studied. The table also includes their respective rankings.

Table 4. *Ranking of Character Strengths of Pre-Service Teachers according to their Countries and Departments of Education*

Publication tag	*Country of the Working Group*	*Department of the Working Group*	*F*	*K*	*G*	*H*	*Le*	*L*	*T*	*J*	*Cru*	*A*	*C*	*Hu*	*S*
Gradisek, 2023a	Slovenia	Pre-school Education	1	2	3	4	5	6	7	-	-	-	-	8	-
Gradisek, 2012	Slovenia	Science Teacher Education	3	1	6	4	-	2	5	8	-	-	-	7	-
Gregersen & MacIntyre,2018	USA	English Language Teaching	2	1	4	3	-	6	-	5	8	-	-	7	-
Mar & Hercz, 2024	Myanmar	Arts and Science Teacher Training	-	-	-	-	3	7	1	2	4	6	5		8

Note. H= Honesty, S= Social Intelligence

Table 4 reveals that fairness and kindness are the most prevalent character strengths among pre-service teachers in Slovenia, while kindness is the most prominent among those in the USA. In Myanmar, the most prevalent character strength among pre-service teachers is teamwork. In relation to the aforementioned department, the character strengths of pre-service teachers were identified as encompassing kindness in the domains of science and English language instruction, proficiency in teamwork across art and science teaching, and fairness in preschool teaching.

3.3. Findings Related to Variables Associated with Pre-Service Teachers' Character Strengths

The four articles included in the study present the variables related to the character strengths of pre-service teachers. These variables are presented in Table 5, which also includes the correlation coefficients for each of the virtues and character strengths.

Table 5. *Character Strengths of Pre-Service Teachers and Related Variables*

Publication tag	Eom, Kang & Seo, 2016						Lee, Youn & HwaJwa, 2016			
Variables	H-Ex	H-In	H-SR	A-O	A-I	A-M	A	Se	O	P
Transcendence	.53**	.42**	.38**	.31**	.32**	.36**	-	-	-	-
Courage	.41**	.43**	.45**	.32**	.34**	.22**	-	-	-	-
Wisdom	.50**	.42**	.45**	.36**	.33**	.33**	.27**	.29**	.21**	.24**
Justice	.46**	.37**	.41**	.33**	.40**	.34**	-	-	-	-
Temperance	.24**	.28**	.29**	.33*	.28**	.26**	.21**	.20**	.25**	.22**
Humanity	.53**	.43**	.33**	.27**	.32**	.25**	.27**	.37**	.27**	.31**

Table 5 (Continued). *Character Strengths of Pre-Service Teachers and Related Variables*

Publication tag	Gradisek, 2012	Gustems & Calderon, 2014							
Variables	LS	S	O	IS	D	An	H	PA	PI	Psy
Appreciation of beauty and excellence	.15	-.10	-.17	-.11	-.17	.05	-.13	-.15	-.18*	.06
Gratitude	.33**	.16	-.04	-.01	.08	.23*	.02	-.11	.11	-.04
Hope	.43**	-.07	-.25*	-.15	-.16	.08	-.07	-.18*	-.21*	-.12
Humor	.38**	-.03	-.13	-.08	-.14	.00	-.17	-.09	-.16	-.03
Spirituality	.27**	.06	-.02	-.09	.03	.13	-.05	-.05	-.16	.13
Bravery	.27**	-.01	-.22*	-.10	-.12	.13	-.16	-.07	-.17	-.07
Honesty	.20*	-.07	-.31*	-.12	-.20*	.12	-.18	-.07	-.18*	-.15
Perseverance	.32**	-.01	-.20*	-.17	-.05	.02	-.15	-.24*	-.19*	-.14
Zest	.46**	-.13	-.14	-.17	-.13	.11	-.13	-.16	-.27*	-.04
Creativity	.23**	.04	.02	-.05	-.04	.07	.02	-.02	.05	.09
Curiosity	.36**	-.08	-.13	-.16	-.09	.08	-.13	-.29*	-.23*	-.12
Love of learning	.15	.06	-.03	-.06	-.07	.15	-.13	-.11	-.01	-.07
Judgment	.19*	-.01	-.03	-.13	-.08	.11	-.11	-.22*	-.16	-.10
Perspective	.25**	.08	-.05	-.03	-.09	.12	-.15	-.10	-.08	-.05
Fairness	.16*	-.06	.01	-.09	-.09	.09	-.30*	-.13	-.21*	-.12
Leadership	.26**	.03	-.11	-.02	-.01	.19*	-.17	-.12	-.11	-.07
Teamwork	.31**	-.02	-.08	-.17	-.05	.20*	-.17	-.08	-.12	-.12
Forgiveness	.23**	-.03	-.07	-.01	-.07	.03	-.17	-.15	-.07	-.01
Modesty	-.03	-.11	-.02	-.17	-.27*	-.00	-.19*	-.14	-.10	-.11
Prudence	.18*	.01	-.05	.07	-.09	.17	-.02	-.02	-.07	.02
Self-Regulation	.25**	.07	-.10	.04	-.11	.07	-.15	.04	-.07	-.04
Kindness	.29**	.15	-.03	.04	.05	.13	-.17	-.10	-.09	-.00
Love	.44**	.03	.05	.06	.09	.01	-.05	.06	.17	.03
Social Intelligence	.30**	.10	-.19*	-.23*	.14	.12	-.16	-.10	-.33*	-.14

* p<.05; ** p<.01

Note. H-Ex= Happiness-External Factor, H-In= Happiness-Intrinsic Factor, H-SR= Happiness-Self-Regulation, A-O= Anger-Outside, A-I= Anger-Inside, A-M= Anger-Management, A= Anger Management, Se= Self-Esteem, O=Objectivity, P= Professional Involvement, LS=Life Satisfaction, S= Somatization, O= Obsession-Compulsion, IS= Interpersonal Sensitivity, D= Depression, An= Anxiety, H= Hostility, PA= Phobic Anxiety, PI= Paranoid Ideation, Psy=Psychoticism

Upon analysis of Table 5, it becomes evident that the character strengths most closely associated with the happiness sub-dimensions of pre-service teachers are those encompassed by the virtue of wisdom. The character strengths most closely associated with the sub-dimensions of pre-service teachers' expression of anger are those aligned with the virtue of justice. Conversely, the character strengths most related to the sub-dimensions of pre-service teachers' anger control and

teaching professionalism are those associated with the virtue of wisdom. In the remaining two articles, which included a total of twenty-four character strengths, statistically significant positive correlations were observed between life satisfaction and the majority of these strengths, while psychological problems exhibited a statistically significant negative correlation with the majority of the strengths. The character strengths that demonstrate the most robust correlations with pre-service teachers' life satisfaction are zest, love, hope, humor, curiosity, and gratitude. Conversely, the character strengths most strongly associated with pre-service teachers' psychological difficulties are hope, honesty, perseverance, curiosity, fairness, humility, and social intelligence.

3.4. Findings Related to Intervention Studies on Character Strengths of Pre-Service Teachers

The study included two book chapters and one article dealing with intervention studies on the character strengths of pre-service teachers. The details of these intervention studies are provided in Table 6.

An examination of Table 6 reveals that these intervention studies focusing on pre-service teachers have yielded positive outcomes, including the realization and utilization of their character strengths, the enhancement of their relationships with their students and mentors during their internship practices, and the development of their psychological resilience through the increase in their psychological flexibility.

Table 6. *Intervention Studies on Character Strengths of Pre-Service Teachers*

Publication tag	*Research Group*	*Research Design*	*Implemented Interventions*	*Characteristics of Intervention*	*Measurement Tools*	*Conclusion and Interpretation*
Gradisek, 2023b	130 first-year students studying in different departments of the Faculty of Education	Mixed Pattern	A workshop on the theory of character strengths and the VIA classification was part of his university course.	The workshop on identifying and supporting students' character strengths, prepared by the author herself, was conducted online. At the beginning of the workshop, the Character Strengths Inventory was applied to the students. At the end, three open-ended questions were asked to determine its contribution to their professional development.	Character Strengths Inventory (VIA-IS), 3 open-ended questions to collect participants' views on how character strengths can contribute to their professional development	Following the workshop on recognizing character strengths, the pre-service teachers were asked how they would utilize these strengths in their professional lives. The majority of respondents indicated that they would employ kindness, love, fairness, teamwork and/or humor. This is consistent with the character strengths that emerged as dominant in the inventory completed at the outset of the workshop. When the pre-service teachers were asked to identify the character strengths they would like to develop in order to be an effective teacher, they cited creativity, perseverance, courage, self-control, hope, social intelligence, and enthusiasm for life. These strengths, which were at the bottom of the results of the inventory they completed at the beginning of the workshop, are nonetheless of great importance in the teaching profession.
Gregersen & MacIntyre, 2018	25 pre-service teachers studying in the department of English Language	Case Study	The mentor teachers provided guidance to the pre-service teachers, who exhibited analogous character	The pre-service teachers who had completed the Character Strengths Inventory as part of the course were then required to identify novel applications for their character strengths and subsequently produce a four-to-five-page paper detailing their	Character Strengths Inventory, Guidelines for Recommendations Based on Character Strengths from Practice Teachers,	The pre-service teachers reported that the advice they received was beneficial. They strongly agreed that their mentor teachers' advice assisted them in developing more fulfilling relationships with students and instilled in them a sense of confidence and well-being within the classroom setting. Additionally, they concurred that their psychological resilience and coping skills were

Publication tag	*Research Group*	*Research Design*	*Implemented Interventions*	*Characteristics of Intervention*	*Measurement Tools*	*Conclusion and Interpretation*
	Teaching and three experienced practice teachers		strengths, on the implementation of specialized classroom activities during their internship. Additionally, they offered advice on the cultivation of positive interpersonal relationships and the establishment of a favorable learning environment. Furthermore, they imparted knowledge on the importance of self-care and self-awareness for educators.	insights into themselves and their character strengths as a result of utilizing them in these new ways. Concurrently, three experienced mentor teachers completed the Character Strengths Inventory. The responses of the students were compared with the results of the inventory completed by the mentor teachers. The students were matched with the mentor teachers according to the number of character strengths they shared, with a minimum of three in common. The pre-service teachers deployed their character strengths in their internships in accordance with the guidance provided by their mentor teachers regarding the utilization of their character strengths. Upon completion of their practicum, they completed the Signature Strengths Questionnaire with a view to reiterating the advice they had received from their mentor teachers and conducting an evaluation of their experience	Signature Strengths Questionnaire prepared by the authors for pre-service teachers to rethink the effectiveness of the suggestions they received for using their character strengths in a new way in the language classroom	enhanced, as was their determination to accomplish their objectives as educators.

Publication tag	*Research Group*	*Research Design*	*Implemented Interventions*	*Characteristics of Intervention*	*Measurement Tools*	*Conclusion and Interpretation*
				in the classroom subsequent to the deployment of their signature strengths in novel ways.		
Janapati & Vijayalakshmi, 2024	In the first study, educators, including pre-service teachers, teaching assistants and full-time teachers over 18 years of age, belonging to any educational setting In the second study, pre-service teachers	Cross-sectional research method in the first study Multiple field experiment method in the second research	The initial study examined the impact of cognitive flexibility on the comprehension of psychological resilience through the utilization of a relational research approach. Subsequently, a three-session Character Strengths Development Workshop Series was implemented for pre-service teachers.	Baseline measurements were obtained through the administration of three full sessions, each lasting approximately 1.5 hours. These sessions included the first two sessions and breaks for reflection and homework. Subsequently, data were collected following the conclusion of the intervention. The lengthy questionnaires were administered at the initial assessment (Pretest 1) for the character strengths and cognitive flexibility scales, and at the subsequent assessment (Pretest 2) for the mindset and psychological resilience scales. The intervention was based on the Aware-Explore-Apply model and incorporated elements of the Strengths Builder programme, addressing issues such as "blindness to signature character strengths" and the	In the initial study, the Demographic Information Form, Conner-Davidson Psychological Resilience Scale, and Cognitive Flexibility Scale were employed. In the subsequent study, the Conner-Davidson Psychological Resilience Scale, Cognitive Flexibility Scale, and What Kind of Person Scale were utilized. The Global Character Strengths Assessment Tool was employed to ascertain the locus of control, while the Use of Character Strengths Scale was utilized to evaluate four specific character strengths. Additionally, a third-	The initial study demonstrated that cognitive flexibility is a predictor of psychological resilience. In the second study, an intervention was implemented to support pre-service teachers in leveraging their character strengths to enhance their psychological resilience and cognitive flexibility. Although there was a significant difference in terms of psychological resilience at the outset, the scores improved significantly in the experimental group following the intervention. The role of mindset, particularly the growth-oriented mindset, in the effect of this character strengths-based intervention on cognitive resilience was highlighted, underscoring the extent to which character strengths interventions facilitate adaptive outcomes such as cognitive resilience and psychological resilience.

Publication tag	*Research Group*	*Research Design*	*Implemented Interventions*	*Characteristics of Intervention*	*Measurement Tools*	*Conclusion and Interpretation*
				overuse and underuse of character strengths. The workshop sessions included lecture-style PowerPoint presentations, activities, discussions, handouts and worksheets, and concluded with discussions.	party evaluation form was utilized to maintain and control adherence to the intervention plan and activities, as well as to determine social validity.	

3.5. Findings Related to Studies on Character Strengths of Other Stakeholders in Teacher Education

A single study was identified that addressed the research on the character strengths of stakeholders in teacher education. The details of this study are presented in Table 7.

Table 7. *Findings on Character Strengths of Stakeholders in Teacher Education*

Publication tag	*Research Group*	*Research Design*	*Measurement Tools*	*Conclusion and Interpretation*
Holik & Sanda, 2020	86 practice teacher/ mentor teacher	Relational Survey Model	The Character Strengths Inventory Short Form	The research findings revealed that the primary virtue of mentor teachers is humanity. The most prominent character strengths identified were spirituality, curiosity, love of learning, gratitude, appreciation of beauty and excellence.

When Table 7 is analyzed, it is seen that gratitude, which is included in the prominent character strengths of pre-service teachers, is also included in the prominent character strengths of mentor teachers. However, unlike the pre-service teachers, the presence of spirituality, curiosity, love of learning, appreciation of beauty and excellence in the prominent character strengths of the mentor teachers indicates that they differ from this group.

4. Conclusion, Discussion and Suggestions

A systematic review aims to provide a comprehensive and multifaceted perspective on the character strengths of pre-service teachers and stakeholders in teacher education by investigating character strengths in teacher education. In recent years, there has been a notable increase in the number of studies on character strengths. Additionally, studies examining the significance of teachers' character strengths have gained considerable traction, particularly given their capacity to foster students' character strengths through both exemplary conduct within the educational process and through their actions within educational settings. Nevertheless, research on the character strengths of pre-service teachers who have not yet commenced their teaching careers, and the utilization of character strengths in their educational practices, remains scarce. The objective of this systematic review is to collate a limited number of studies and to provide researchers with information about the gaps in the literature on this subject, as well as to provide information about the aspects in which character strengths can be used in teacher education. This information will be useful for those who design, accredit and implement teacher education programs. The findings obtained from the studies included in the review are discussed below in line with the research questions.

The synthesis of the results of the seven studies included in the review on the prominent character strengths of pre-service teachers revealed that fairness, kindness, honesty, love, gratitude, leadership and teamwork were the most frequently occurring character strengths (Arthur et al., 2015; Gradisek, 2012; Gradisek, 2023a; Gradisek, 2023b; Gregersen & MacIntyre, 2018; Gustems & Calderon, 2014; Mar & Hercz, 2024). The results of studies on the prominent character strengths of teachers and

the prominent character strengths of pre-service teachers exhibit commonalities in the literature. For example, a study conducted with secondary school teachers in Pakistan revealed that fairness, leadership, honesty, gratitude, teamwork, and kindness were among the most prominent character strengths (Shoaib et al., 2024). In a study conducted with special education staff, kindness, honesty, fairness, and love (Korn et al., 2016), love, gratitude, honesty, and kindness in a study involving teachers and pre-service teachers in China (Chan, 2019), and gratitude, kindness, fairness, and honesty in a study with Ghanaian Teachers (Abasimi & Xiaosong, 2016) are commonly associated with the prominent character strengths of pre-service teachers. In two studies that sought to compare the character strengths of in-service teachers and pre-service teachers, it was revealed that the most prominent character strengths among both groups were fairness, kindness, honesty, and love (Arthur et al., 2015; Gradisek, 2012). In light of these findings, it can be posited that individuals who are inclined towards a career in teaching exhibit a set of shared personality traits, values, and virtues.

It is crucial for educators to utilize the character strengths encompassed by the virtue of humanity to cultivate and sustain positive relationships. In support of this view, love and kindness, which are the two character strengths that stand out in both in-service teachers and pre-service teachers, are included under this virtue. Furthermore, the character strengths encompassed by the virtue of justice are instrumental in enabling teachers to serve as exemplars in the administration of equitable assessments and as arbitrators in a range of conflict scenarios. The character strength of fairness demonstrated the significance of this virtue for educators, as it was identified as a prominent character strength in both in-service teachers and pre-service teachers. Despite the prominence of the character strength of honesty in in-service teachers and pre-service teachers, the virtue of courage, which encompasses the will to achieve one's desired goals despite internal and external obstacles, has been identified as a crucial virtue in educational environments. However, it is noteworthy that the character strengths of perseverance and courage under this virtue are ranked lower in the character strengths of both in-service teachers and pre-service teachers. The primary objective of an educational institution is to facilitate learning. Consequently, it is imperative that educators possess the requisite character strengths associated with the virtue of wisdom. However, it is noteworthy that neither in-service teachers nor pre-service teachers have character strengths related to the virtue of wisdom, which is among the most prominent character strengths. In a study in which pre-service teachers were asked to identify the character strengths they should develop in order to become effective educators, creativity, perseverance, courage, self-regulation, hope, social intelligence, and zest emerged as the most prominent (Gradisek, 2023b). Despite the similarities in character strengths among individuals who are oriented towards the teaching profession, there were notable differences in the character strengths that they perceived as essential for their professional development. The character strengths that pre-service teachers identified as being important for them to develop differed from those revealed in studies conducted with teachers. These studies identified courage, self-regulation, social intelligence, and zest as character strengths that pre-service teachers did not consider to be important for them (Abasimi & Xiaosong, 2016; Arthur et al., 2015; Chan, 2019; Gradisek,2012; Korn et al., 2016; Shoaib et al., 2024). The observation that these character strengths, which are believed to be crucial for pre-service teachers, are not prioritized by those in the teaching profession can be interpreted as a consequence of educators having to prioritize administrative and curriculum-based concerns at the outset of their careers.

According to the findings of a research report on the prominent character strengths of pre-service teachers according to their gender, the prominent character strengths common to both female and male pre-service teachers were fairness, kindness, honesty and humor. It was found that the

prominent character strengths of female teachers were mostly under the virtue of wisdom, while the prominent character strengths of male teachers were mostly under the virtue of courage (Arthur et al., 2015). When examining the literature, the fact that character strengths differ according to gender, which stands out in studies conducted with teachers, differs from the findings of pre-service teachers. In both a study conducted with primary school teachers (Kurt Arık, 2023) and a study conducted with secondary school teachers (Tabbasum et al., 2023), it was found that the character strengths of teachers did not show a significant difference according to their gender. This discrepancy may be attributed to the fact that the studies conducted with teachers did not analyze the character strengths individually. In the absence of corroborating evidence from other studies, it can be posited that further research is required to elucidate the relationship between character strengths and gender in the context of both teachers and pre-service teachers.

Four studies have examined the prominent character strengths of pre-service teachers according to their country of residence. The studies identified fairness and kindness as character strengths among pre-service teachers in Slovenia, kindness as a character strength among those in the USA, and teamwork as a character strength among those in Myanmar represents a notable divergence from the three countries in question (Gradisek, 2012; Gradisek, 2023a; Gregersen & MacIntyre, 2018; Mar & Hercz, 2024). A review of the literature reveals the absence of cross-country comparisons between pre-service teachers and practicing teachers. Nevertheless, a comprehensive review of relevant literature pertaining to teachers residing across a variety of nations reveals that honesty, hope and gratitude are prominent character strengths exhibited by educators within countries that are characterized by a socialist culture (Abasimi & Xiaosong, 2016; Chan, 2009; Shoaib, 2014). Nevertheless, the observation that love and leadership are significant character strengths amongst educators in individualistic nations is indicative of a notable inconsistency (Gradisek, 2012; Korn et al., 2016). This finding is corroborated by a study that compared individuals from a society with a culture dominated by individualism and a society with a culture dominated by socialism. The gratitude and love character strengths were found to exhibit a similar difference in both societies (Shahidi et al., 2023). A study was conducted that analyzed the character strength profiles of participants from seventy-five nations. The results indicated that the relationship between the character strength profiles of US participants and those of European participants was significantly higher than that of East Asian participants (McGrath, 2014). In a further study, it was reported that the character strength profiles of the participants in Scandinavian countries exhibited a greater degree of similarity to each other when compared to those in other countries. This phenomenon was observed to be consistent across a range of countries, including the United Kingdom, Australia and New Zealand (Park et al., 2006). This suggests that the cultural milieu in which pre-service teachers are raised exerts a significant influence on their character strengths. Consequently, it would be reasonable to hypothesize that the character strength profiles of pre-service teachers from diverse social structures are likely to exhibit variations. The paucity of cross-cultural studies in this area is evident, and the findings are speculative in nature, not only in the case of teachers and pre-service teachers, but also more generally. Nevertheless, the importance of investigating cultural differences with regard to character strengths and virtues is self-evident. In this manner, the diverse interpretations of virtues and character strengths across different cultures become evident. The paucity of research in this area may be attributed to the diversity of cultures and the uncertainty surrounding the definition of cultural characteristics of different societies. The influence of popular culture on cultural differences is also a contributing factor.

A total of four studies have been conducted to examine the salient character strengths of pre-service teachers according to their respective fields of study. These studies identified a number of differences between departments, with kindness being the most prominent character strength in science and English language teaching, teamwork in art and science teaching, and fairness in preschool teaching (Gradisek, 2012; Gradisek, 2023a; Gregersen & MacIntyre, 2018; Mar & Hercz, 2024). A review of the literature on teachers working in different branches reveals that judgment is the predominant character strength of special education teachers (Korn et al., 2016; Najjah et al., 2023), while curiosity, persistence and critical thinking are prominent in primary school teachers (Gradisek, 2012). The results indicate that educators exhibit a proclivity for certain character strengths in accordance with their respective academic disciplines, whether in an instructional or supervisory capacity.

In four studies investigating the variables related to the character strengths of pre-service teachers, it was found that the character strengths most closely associated with the sub-dimensions of happiness were those aligned with the virtue of wisdom. Similarly, the character strengths most closely linked to the sub-dimensions of expressing anger were those associated with the virtue of justice. Additionally, the character strengths most strongly correlated with the sub-dimensions of anger control and teaching professionalism were those aligned with the virtue of wisdom. The character strengths that have been identified as having the strongest relationships with pre-service teachers' life satisfaction are zest, love, hope, humor, curiosity, and gratitude. Conversely, the character strengths most related to their psychological problems are hope, honesty, perseverance, curiosity, fairness, humility, and social intelligence (Eom et al., 2016; Gradisek, 2012; Gustems & Calderon, 2014, Lee et al., 2016). The results of the studies in the literature on teachers' character strengths revealed that zest, love, hope, and gratitude (Abasimi & Xiaosong, 2016; Chan, 2019) were associated with psychological well-being. Gratitude associated with subjective well-being (Gradisek, 2012; Chan, 2013) was also identified as a character strength. Furthermore, character strengths associated with the virtue of wisdom (Kurt Arık, 2022) were linked to psychological well-being, aligning with the findings pertaining to pre-service teachers. Consequently, it can be posited that pre-service teachers and in-service teachers require analogous character strengths to sustain their psychological health and become proficient educators.

It was established that the activities undertaken in the three studies examining the impact of the intervention on the character strengths of pre-service teachers yielded individual benefits. These included an enhanced awareness of their character strengths and a conscious utilization of these strengths, as well as an improvement in their psychological resilience, which was evidenced by an increase in psychological flexibility. Furthermore, it was established that these practices enhanced the quality of their relationships with their students and mentor teachers during their internship, facilitating their professional development (Gradisek, 2023b; Gregersen & MacIntyre, 2018; Janapati & Vijayalakshmi, 2024). In the existing literature, it is more common to find studies in which a few character strengths are selected and practices based on them are carried out, rather than intervention studies for all character strengths of teachers. The results of these studies indicate that the intervention study based on compassion-focused character strengths had a positive impact on the supportive working environment at school (Vuorinen et al., 2021). Furthermore, gratitude activities based on counting the implementation of blessings had a positive impact on teachers' display of social behaviors (Kristiana et al., 2021), while a humor-based intervention was observed to have a beneficial effect on stress and positive affect (Shirley, 2013). The findings indicate that the utilization of character

strengths can serve to mitigate the negative experiences encountered by educators, irrespective of whether they are in-service or pre-service, and to bolster their mental health and professional lives.

It is notable that the character strengths of spirituality, curiosity, love of learning, and appreciation of beauty and excellence (Holik & Sanda, 2020), which were identified as prominent among mentor teachers, a key stakeholder in teacher education, are not as prevalent among pre-service teachers. Addressing this difference through a single research finding may be an inadequate approach. However, the results of a study in the literature about mentor teachers providing mentoring to pre-service teachers may provide insight into the relationship between the character strengths of the two parties. In this study, mentor teachers were provided to mentor pre-service teachers with similar character strengths. It was thus established, based on the feedback from pre-service teachers, that the recommendations provided by the mentor teacher facilitated the establishment of more positive relationships with students, instilled a sense of trust and well-being within the classroom environment, and enhanced the psychological resilience and coping skills of the pre-service teachers (Gregersen & MacIntyre, 2018). As students learn character strengths by modeling their teachers in the in-service process (Haslip et al., 2019), pre-service teachers themselves can benefit from the character strengths of the stakeholders who support them in the education process. It can be argued that they can not only receive support in terms of their professional development thanks to their mentor teachers, but they can also obtain benefits that protect their mental health.

The current study makes a valuable contribution to the literature on character strengths in teacher education by adopting a multidimensional perspective. However, it is not without limitations. The studies included in the systematic review were limited to undergraduate student teachers or educators working in teacher education. The current study is unable to evaluate the character strengths of pre-service teachers at the postgraduate level due to the aforementioned limitations. Furthermore, the inclusion of studies based on the VIA Character Strengths and Virtue Classification in the review precludes the possibility of obtaining information regarding the characteristics of pre-service teachers and stakeholders in teacher education according to Strengths Finder and the Realise 2 Strengths Profiler. A final limitation of this review is that, due to the inclusion of all studies pertaining to the VIA Character Strengths and Virtue Classification, information on studies examining twenty-four character strengths in isolation is not included.

In light of the constraints of this systematic review, it is recommended that those responsible for designing in-service training programs for teachers and those involved in the accreditation and implementation of educational programs for faculty consider the following suggestions. To facilitate the awareness of character strengths among pre-service teachers, it may be beneficial to utilize measurement tools or conduct interviews at the outset of their undergraduate education. This can be pursued by investigating character strengths through elective courses or extracurricular activities in the faculty of education, to encourage their application in new ways (Lottman et al., 2017). In-service training programs can be devised for both pre-service and in-service teachers to enable them to recognize and utilize character strengths effectively. In light of the findings, it is recommended that educational researchers consider conducting further comparative studies on variables such as gender, culture, and department of study. Additionally, longitudinal studies could be undertaken to ascertain whether there is a change in the ranking of character strengths at the outset and conclusion of undergraduate education, as well as at the outset of professional practice. Furthermore, experimental studies can be designed based on intervention programs that are aligned with the character strengths identified as essential for effective teaching. The findings from these studies can inform the evaluation of candidates' character strengths during the admission process to education faculties and throughout

their professional development. This approach could potentially serve as a long-term criterion for education policymakers. The character strengths of faculty members, another key stakeholder in teacher education, can also make significant contributions to the existing literature on character strengths in teacher education. The data derived from such studies can serve as a valuable source of information in the quality assurance and accreditation processes of education faculty programs.

The findings of this systematic review study indicate that the most prominent character strengths among pre-service teachers are fairness, kindness, honesty, love, gratitude, leadership and teamwork. Additionally, the study revealed that the relative importance of these character strengths varies according to the gender, country of study and department of the pre-service teachers in question. The study revealed that the virtue of wisdom was associated with the sub-dimensions of happiness, the virtue of justice was associated with the sub-dimensions of expressing anger, the virtue of wisdom was associated with the sub-dimensions of anger control and teaching professionalism, the virtue of transcendence was associated with life satisfaction, and the character strengths most related to the psychological problems of pre-service teachers were under the virtue of courage. The findings indicated that the intervention studies based on the character strengths of pre-service teachers had a positive impact on both their personal well-being and professional development. Additionally, the study revealed that there were differences between the character strengths of mentor teachers and those of pre-service teachers, specifically in the areas of spirituality, curiosity, love of learning, appreciation of beauty, and excellence. Given the pivotal role of character strengths in teacher education, it is evident that an expansion in the number of studies on this subject would prove advantageous for the advancement of qualified teacher training, and subsequently, for the quality of education and training as a whole.

References

Abasimi, E., & Xiaosong, G. (2016). Character strengths and life satisfaction of teachers in Ghana. *Humanities and Social Sciences Letters, 4*(1), 22-35. https://doi.org/10.18488/journal.73/2016.4.1/73.1.22.35

Arendt, H. (1971). Thinking and moral considerations: A lecture. *Social Research, 38*, 417–446. https://cooperative-individualism.org/arendt-hannah_thinking-and-moral-considerations-1971-autumn.pdf

Arthur, J., Davison, J., & Lewis, M. (2005). *Professional values and practice: Achieving the standards for QTS*. Routledge Falmer Taylor & Francis Group.

*Arthur, J., Kristjansson, K., Cooke, S., Brown, E., & Carr, D. (2012). *The good teacher understands virtues in practice* (Research Report). The Jubilee Centre for Character and Virtues. http://epapers.bham.ac.uk/1970/1/The_Good_Teacher_Understanding_Virtues_in_Practice.pdf

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*(2), 107–128. https://doi.org/10.1016/j.tate.2003.07.001

Carr, D. (2007). Character in teaching. *British Journal of Educational Studies, 55*(4), 369-389. https://doi.org/10.1111/j.1467-8527.2007.00386.x

Cattell, R. B. (1931). The assessment of teaching ability. *British Journal of Educational Psychology, 1* (1), 48-72. https://doi.org/10.1111/j.2044-8279.1931.tb03222.x

Chan, D. W. (2013). Subjective well-being of Hong Kong Chinese teachers: The contribution of gratitude, forgiveness, and the orientations to happiness. *Teaching and Teacher Education, 32*, 22-30. https://doi.org/10.1016/j.tate.2012.12.005

Chan, D. W. (2019). The hierarchy of strengths: Their relationships with subjective well-being among Chinese teachers in Hong Kong. *Teaching and Teacher Education, 25*, 867- 875. https://doi.org/10.1016/j.tate.2009.01.010

Chang, M. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review, 21*(3), 193–218. https://doi.org/10.1007/s10648-009-9106-y

Chaplain, R. P. (2008). Stress and psychological distress among trainee secondary teachers in England. *Educational Psychology, 28*(2), 195–209. https://doi.org/10.1080/01443410701491858

Colker, L. J. (2008). Twelve characteristics of effective early childhood teachers. *Beyond the Journal: Young Children on the Web.* https://openlab.bmcc.cuny.edu/ece-110-seminar-summer-2023-j-longley/wp-content/uploads/sites/2537/2022/09/Colker-2008-Effective-EC-Educator.pdf

Da Costa, R. Q. F., Galhardo, P. B., & Caetano, L. M., de Souza, M. T. C. C. (2024). The role of character strengths in teachers' mental health: Contributions of positive psychology. In Albano N. (Ed.), *Eyes on health sciences V.02* (pp. 710-731). Seven Publicaçaoes Academicas. https://doi.org/10.56238/sevened2024.001-056

Demmon-Berger, D. (1986). *Effective teaching: Observations from research*. American Association of School Administrators.

Dibek, M. İ., & Toptaş, B. (2023). The whole is greater than the sum of ıts parts: How to write a systematic review in educational sciences? *Erzincan University Journal of Education Faculty, 25* (3), 538-550. https://doi.org/10.17556/erziefd.1176257

Duckworth, A. L., Quinn, P. D., & Seligman, M. E. P. (2009). Positive predictors of teacher effectiveness. *The Journal of Positive Psychology: Dedicated to Furthering Research And Promoting Good Practice, 4*: 6, 540-547. https:// dx.doi.org/10.1080/17439760903157232

Elizabeth, C. L., May, C. M., & Chee, P.K. (2008). Building a model to define the concept of teacher success in Hong Kong. *Teacher and Teacher Education, 24,* 623-634. http://dx.doi.org/10.1016/j.tate.2007.09.007

*Eom, S. J., Kang, H. Y., & Seo, H. A. (2016). Effect of early childhood pre-service teachers' character strengths and happiness on their anger expression. *Indian Journal of Science and Technology, 9* (46), 1-10. https://indjst.org/articles/effect-of-early-childhood-pre-service-teachers-character-strengths-and-happiness-on-their-anger-expression

Faull, G. A. (2008). *Exceptional teachers: A case study that emphasizes dispositions when differentiating between teachers* [Doctoral dissertation, University of Newcastle Research]. https://ogma.newcastle.edu.au/vital/access/manager/Repository/uon:4297

Fiorilli, C., Albanese, O., Gabola, P., & Pepe, A. (2017). Teachers' emotional competence and social support: Assessing the mediating role of teacher burnout. *Scandinavian Journal of Educational Research, 61* (2), 127–138. https://doi.org/10.1080/00313831.2015.1119722

FitzSimons, E. (2015). Character education: A role for literature in cultivating character strengths in adolescence. In M. A. White & A. S. Murray (Eds.), *Evidence-based approaches in positive education: Implementing a strategic framework for well-being in schools* (pp. 135–150). Springer Science + Business Media. https://doi.org/10.1007/978-94-017-9667-5_7

García-Martínez, I., Perez-Navío, E., Perez-Ferra, M., & Quijano-Lopez, R. (2021). Relationship between emotional intelligence, educational achievement and academic stress of pre-service teachers. *Behavioral Sciences, 11* (7), 95. https://doi.org/10.3390/bs11070095

Geng, G., Midford, R., & Buckworth, J. (2015). Investigating the stress levels of early childhood, primary and secondary pre-service teachers during teaching practicum. *Journal of Teacher Education for Sustainability, 17* (1), 35–47. https://files.eric.ed.gov/fulltext/EJ1108119.pdf

Ghorbani, Z., Shokri, O., Fathabadi, J., & Sharifi, M. (2021). Relationship between character strengths and teachers' self-efficacy beliefs for students' moral education: The mediating role of interpersonal teacher behavior. *The Quarterly Journal of New thoughts on Education, 17* (3), 1-5. https://doi.org/10.22051/jontoe.2021.23233.2433

Gomes, S. M., & Hardikar, G. P. (2021). Interpersonal relationships, life skills and character strengths of secondary school teachers in suburban Mumbai during challenging times. *International Journal of Life Skills Education, 7* (1), 77- 92. https://www.ialse.net/wp-content/uploads/2022/09/IJLSE-Vol-7-Number-1_2021.pdf#page=77

* Gradisek, P. (2012). Character strengths and life satisfaction of Slovenian in-service and pre-service teachers. *Center for Educational Policy Studies Journal, 2*(3), 167-180. https://bibliotheek.ehb.be:2235/fulltext/EJ1130201.pdf

*Gradisek, P. (2023a). *Bringing out the best in ourselves: Character strengths of preschool education student teachers* [Conference presentation abstract]. Living and Leading in the Next Era: Connecting Teaching, Research, Citizenship and Equity, Lecce, Italy. https://www.pensamultimedia.it/download/2751/32d6f1d19542/living-and-ottimizzato.pdf

*Gradisek, P. (2023b). The role of the identification and promotion of student teachers' character strengths in their professional development. In Lipovec, A., & Tekavc, J. (Eds.), *Perspectives on teacher education and development* (pp. 5-20). University Press. https://www.researchgate.net/publication/369657851_The_Role_of_the_Identification_and_Promotion_of_Student_Teachers'_Character_Strengths_in_Their_Professional_Development

*Gregersen, T., & MacIntyre, P. D. (2018). Signature strengths as a gateway to mentoring: Facilitating emergent teachers' transition into language teaching. In Mercer, S., & Kostoulas, A. (Eds.), *Psychology of language learning and teaching* (pp. 264-290). Multilingual Matters. https://doi.org/10.21832/9781783099467-020

Gregersen, T., & Mercer, S. (2022). An appreciative-inquiry and strengths-based approach to pre-service teacher reflection during the practicum. In Tajeddin, Z., & Watanabe, A. (Eds.), *Teacher*

reflection: Policies, practices and impacts- Studies in honor of Thomas S.C. Farrell (pp. 105-119). Multilingual Matters. https://doi.org/10.2307/jj.22679729.13

Gurney, P. (2007). Five factors for effective teaching. *New Zealand Journal of Teachers' Work, 4*(2), 89-98. https://privateedelt.com/wp-content/uploads/2022/11/five-factors-for-effective-teaching.pdf

*Gustems, J., & Calderon, C. (2014). Character strengths and psychological wellbeing among students of teacher education. *International Journal of Educational Psychology, 3*(3), 265-286. http://dx.doi.org/10.4471/ijep.2014.14

Hagenauer, G., Hascher, T., & Volet, S. E. (2015). Teacher emotions in the classroom: Associations with students' engagement, classroom discipline and the interpersonal teacher-student relationship. *European Journal of Psychology of Education, 30*(4), 385–403. https://doi.org/10.1007/s10212-015-0250-0

Haigh, M., Ell , F., & Mackisack, V., (2013). Judging teacher candidates' readiness to teach. *Teaching and Teacher Education, 34*, 1-11. https://www.learntechlib.org/p/202418/.

Harzer, C., & Ruch, W. (2012). When the job is a calling: The role of applying one's signature strengths at work. *The Journal of Positive Psychology, 7*(5), 362-371. https://doi.org/10.1080/17439760.2012.702784

Harzer, C., & Ruch, W. (2016). Your strengths are calling: Preliminary results of a web-based strengths intervention to increase calling. *Journal of Happiness Studies, 17*(6), 2237– 2256. https://doi.org/10.1007/s10902-015-9692-y

Haslip, M. J., Allen-Handy, A., & Donaldson, L. (2019). How do children and teachers demonstrate love, kindness and forgiveness? Findings from an early childhood strength-spotting intervention. *Early Childhood Education Journal, 47*, 531-547. https://doi.org/10.1007/s10643-019-00951-7

*Holik, I., & Sanda, I. D. (2020). Character strengths and virtues of mentor teachers. *International Journal of Engineering Pedagogy, 10*(5), 7-19. https://doi.org/10.3991/ijep.v10i5.13709

Hutcherson, C. A., Seppala, E. M., & Gross, J. J. (2008). Loving-kindness meditation increases social connection. *Emotion, 8*(5), 720-724. https://doi.org/10.1037/a0013237

*Janapati, G., & Vijayalakshmi, V. (2024). Creating a resilient pedagogy: Character strengths intervention for aspiring educators. *Acta Psychologica, 249*, 1-16. https://doi.org/10.1016/j.actpsy.2024.104465

Johnson, M. (1980). *Effective teaching as perceived by teachers and principals in selected Indiana school corporations* (Publication No. 302952620) [Doctoral dissertation, Ball State University]. ProQuest. https://www.proquest.com/pqdtglobal/docview/302952620?sourcetype=Dissertations%20&%20Theses

Kim, L. E., Jörg, V., & Klassen, R. M. (2019). A meta-analysis of the effects of teacher personality on teacher effectiveness and burnout. *Educational Psychology Review, 31*, 163–195. https://doi.org/10.1007/s10648-018-9458-2

Korn, M. A., Woodard, C. R., & Tucker, C. A. (2016). Positive character traits of special education staff: Commonalities and applications. *International Journal of Special Education, 31*(3). https://files.eric.ed.gov/fulltext/EJ1120701.pdf

Kristiana, I., Kustanti, E. R., & Salma, S. (2021). Counting blessing: The effect of gratitude training on prosocialness among teachers in inclusive school. *Journal of Educational, Health and Community Psychology, 10*(2), 209-228. https://doi.org/10.12928/jehcp.v10i2.20647

Kurt Arık, S. (2022). *Examining psychologıcal well-being of teachers in the context of values and character strengths* (Publication No. 837035) [Master's dissertation, Erciyes University]. Council of Higher Education Thesis Center. https://tez.yok.gov.tr/UlusalTezMerkezi/giris.jsp

Lamote, C., & Engels, N. (2010). The development of student teachers' professional identity. *European Journal of Teacher Education, 33* (1), 3–18. https://doi.org/10.1080/02619760903457735

Lapsley, D., & Woodbury, R. (2016). Moral-character development for teacher education. *Action in Teacher Education, 38*(3), 194-206. https://doi.org/10.1080/01626620.2016.1194785

*Lee, H. J., Youn, J. J., & HwaJwa, S. (2016). The effect of character strengths and anger control on teaching professionalism of pre-service early childhood teacher. *Indian Journal of Science and Technology, 9*(44), 1-4. https://indjst.org/articles/the-effect-of-character-strengths-and-anger-control-on-teaching-professionalism-of-preservice-early-childhood-teacher

Lian, L., Guo, S., Wang, Q., Hu, L., Yang, X, & Li, X. (2021). Calling, character strengths, career identity, and job burnout in young Chinese university teachers: A chain-mediating model. *Children and Youth Services Review, 120*, 105776. https://doi.org/10.1016/j.childyouth.2020.105776

Lickona, T. (1993). The return of character education. *Educational Leadership, 5*, 6–11. https://ascd.org/el/articles/the-return-of-character-education

Linley, P.A., Nielsen, K.M., Gillett, R., & Biswas-Diener, R. (2010). Using signature strengths in pursuit of goals: Effects on goal progress need satisfaction, and well-being, and implications for coaching psychologists. *International Coaching Psychology Review, 5*(1), 6-15. https://doi.org/10.53841/bpsicpr.2010.5.1.6

Lounsbury, J. W., Fisher, L. A., Levy, J. J., & Welsh, D. P. (2009). An investigation of character strengths in relation to the academic success of college students. *Individual Differences Research, 7*(1), 52-69. https://www.researchgate.net/publication/236247246_An_Investigation_of_Character_Strengths_in_Relation_to_the_Academic_Success_of_College_Students

Lottman, T. J., Zawaly S., & Niemiec, R. (2017). Well-being and well-doing: Bringing mindfulness and character strengths to the early childhood classroom and home. In Proctor, C. (Ed), *Positive psychology interventions in practice* (pp 83–105). Springer Nature Link.

Majid, R. A., Ali, M. M., & Alias, A. (2014). Teacher character strengths and talent development. *International Education Studies, 7*(13), 175-183. http://dx.doi.org/10.5539/ies.v7n13p175

*Mar, T. T., & Hercz, M. (2024). Preliminary study: Exploring the perception and experiences of using character strengths in student teachers. *Journal of Educational Sciences, 1*(49), 163-178. https://files.eric.ed.gov/fulltext/EJ1436577.pdf

McBer, H. (2000). *A model of teacher effectiveness* (Research Report). Department for Education and Employment. https://dera.ioe.ac.uk/id/eprint/4566/1/RR216.pdf

McGovern, T. V., & Miller, S. L. (2008). Integrating teacher behaviors with character strengths and virtues for faculty development. *Teaching of Psychology, 35*(4), 278–285. https://doi.org/10.1080/00986280802374609

McGovern, T. V. (2011). Virtues and character strengths for sustainable faculty development. *The Journal of Positive Psychology, 6*(6), 446-450. http://dx.doi.org/10.1080/17439760.2011.634822

McGrath, R. E. (2014). Character strengths in 75 nations: An update. *The Journal of Positive Psychology*. http://dx.doi.org/10.1080/17439760.2014.951550

McGrath, R. E. (2015). Integrating psychological and cultural perspectives on virtue: The hierarchical structure of character strengths. *The Journal of Positive Psychology, 10*(5), 407–424. https:// doi.org/ 10. 1080/ 17439 760. 2014. 994222

Metcalfe, S.K., & Ozcan, A. (2014). The effect of strengths intervention on pre-service teacher dispositions during the student teacher experience. *The OHIO Journal of Teacher Education, 28*(2), 19-33. https://www.exhibit.xavier.edu/cgi/viewcontent.cgi?article=1222&context=ojte

Moehle, M. R. (2011). *A mixed methods study exploring strengths-based mentoring in clinical practice and student teacher development* (Publication No. 3450107) [Doctoral dissertation, University of Nebraska]. ProQuest. https://www.proquest.com/pqdtglobal/docview/864032698/F8F0B2D70D954C7EPQ/1?accountid=17219&sourcetype=Dissertations%20&%20Theses

Murphy, P. K., Delli, L. A. M., & Edwards, M. N. (2004). The good teacher and good teaching: Comparing beliefs of second-grade students, pre-service teachers and in-service teachers. *Journal of Experimental Education, 72*(2), 69–92. https://doi.org/10.3200/JEXE.72.2.69-92.

Najjah, S., Ninin, R. H., & Lubis, F. Y. (2023). Strength of character in teachers of children with special needs. *Jurnal Indonesia Sosial Teknologi, 4*(8), 1086–1098. https://doi.org/10.59141/jist.v4i8.685

Niemiec, R. M. (2018). *Character strengths interventions: A field guide for practitioners*. Hogrefe Publishing.

Norman, C. R. (2020). *Systematic review automation methods* [Doctoral dissertation, University of Amsterdam]. https://pure.uva.nl/ws/files/44663932/Thesis.pdf

Osguthorpe, R. D. (2008). On the reasons we want teachers of good disposition and moral character. *Journal of Teacher Education, 59*(4), 288 – 299. https://doi.org/10.1177/0022487108321377

Osguthorpe, R., & Sanger, M. (2013). Teacher candidate beliefs about the moral work of teaching. In Sanger, M., & Osguthorpe, R. (Eds.) *The moral work of teaching and teacher education. Preparing and supporting practitioners* (pp. 14-25). Teachers College Press.

Park, N., Peterson, C., & Seligman, M. E. P. (2006). Character strengths in fifty-four nations and the fifty US states. *The Journal of Positive Psychology, 1*(3), 118-129. https://doi.org/10.1080/17439760600619567

Park, N., & Peterson, C. (2008). Positive psychology and character strengths: Application to strengths-based school counseling. *Professional School Counseling, 12*(2). https://doi.org/10.5330/PSC.n.2010-12.85

Peterson, C. & Seligman, M. E. P. (2004). *Character strengths and virtues: A handbook and classification*. American Psychological Association.

Rodgers, C., & Raider-Roth, M. (2006). Presence in teaching. *Teachers and Teaching: Theory and Practice, 12*(3), 265–287. https://doi.org/10.1080/13450600500467548

Ross, S. W., Romer N., & Horner, R. H. (2012). Teacher well-being and the implementation of school-wide positive behavior interventions and supports. *Journal of Positive Behavior Interventions, 14* (2), 118–128. https://doi.org/10.1177/1098300711413820

Saracaloğlu, A. S. & Kumral, O. (2007, April 25–29). *Investigating the perceptions of competence towards teaching profession, anxiety and academic motivation levels of final year primary school students in terms of various variables* [Conference presentation abstract]. VI. Ulusal Sınıf Öğretmenliği Sempozyumu (USOOK), 354-359.

Shahidi, S., Furnham, A., Grover, S., & Movahedi, M. H. (2023). Cross cultural analysis of character strengths and virtues: A British-Iranian comparison. *Psychology, 14*, 446-456. https://doi.org/10.4236/psych.2023.143024

Shirley, J. D. (2013). *Effects of humor on teacher stress, affect, and job satisfaction* (Publication No. 3565886) [Doctoral dissertation, Walden University]. ProQuest. https://www.proquest.com/docview/1415894061?sourcetype=Dissertations%20&%20Theses

Shoaib, S., Ahmed, M., & Kanwal, F. (2024). Teaching effectiveness and character strengths of secondary school teachers: Mediating role of teacher' sense of self-efficacy. *Pakistan Social Sciences Review, 8* (3), 719-731. https://doi.org/10.35484/pssr.2024(8-III)57

Symbaluk, D. G., & Howell, A. J. (2018). Character strengths of teaching and research award-winning professors. *Journal on Excellence in College Teaching, 29*(1), 5–26. https://celt.miamioh.edu/ojs/index.php/JECT/login?source=%2Fojs%2Findex.php%2FJECT%2Farticle%2Fview%2F326%2F304

Tabbasum, Z. A., Shabbir, M., Khan, K. B., & Abbas, S. (2023). Secondary school teachers' character strengths and their classroom management: A correlational study. *Journal of Positive School Psychology, 7*(2), 1706-1719. https://journalppw.com/index.php/jpsp/article/view/17771/11176

Tamblyn, P. (2000). Qualities of success: Lessons from a teaching career. *Education Canada, 40*(1), 16-19.

Taylor, B., & P. Wash. (2003). *3,000 educators respond to preferred dispositions* [Conference presentation abstract]. Second Annual Symposium on Educator Dispositions.

Tyrer-Davis, E. (2023). The relationship between character strengths and perceived teacher self-efficacy. *Journal of Positive School Psychology, 7*(9), 115-151. https://journalppw.com/index.php/jpsp/article/view/17608/11093

Vesely, A. K., Saklofske, D. H., & Leschied, A. D. W. (2013). Teachers – the vital resource: The contribution of emotional intelligence to teacher efficacy and well-being. *Canadian Journal of School Psychology, 28*(1), 71–89. https://doi.org/10.1177/0829573512468855

Vuorinen, K., Pessi, A. B., & Uusitalo, L. (2021). Nourishing compassion in Finnish kindergarten head teachers: How character strength training influences teachers' other-oriented behavior. *Early Childhood Education Journal, 49*(2), 163-176. https://doi.org/10.1007/s10643-020-01058-0

Yin, L. C., & Majid, R. A. (2018). The goodness of character strengths in education. *International Journal of Academic Research in Business and Social Sciences, 8*(6), 1237-1251. http://dx.doi.org/10.6007/IJARBSS/v8-i6/4512

Geniş Özet

Giriş

Öğretmenler sadece alan bilgilerini öğrencilerine sunarak onların bilişsel gelişim alanlarını değil rol model olarak onların ahlaki ve sosyal gelişim alanlarını da desteklemektedirler. Eğitim ve toplum hayatındaki önemleri neticesinde etkili öğretmenlerin özelliklerini belirlemek için literatürde bir takım çalışmalar yapılmıştır. Bu çalışmaların sonucunda etkili öğretmenlerin yalnızca alan bilgisi ve sınıf yönetimi becerileriyle değil; mizah, şefkat, sabır gibi olumlu kişisel özellikleriyle de öne çıktıkları görülmüştür. Ayrıca etkili öğretmenlerin ahlaki bir karaktere sahip olma durumuyla da diğerlerinden ayrıldıkları vurgulanmıştır (Arthur vd., 2005; Carr, 2007; Cattell, 1931; Colker, 2008; Duckworth vd., 2009; Osguthorpe, 2008). Etkili öğretmenlerin özellikleri son yıllarda karakter güçleri başlığı altındaki kavramlarla eşleştirilmeye başlanmıştır.

Karakter güçleri, ahlaki yeterliliğin orta noktasında yer alır, kişiyi değerli ve iyi olanı arzulamaya ve yapmaya yönlendirir. Ahlaki açıdan değerli olan kişilik özellikleri olarak da tanımlanabilen karakter güçleri kişinin kendisine ve başkalarına faydalı olmasında etkili olan düşünme, hissetme, isteme ve eylem yoluyla ortaya çıkan büyük ölçüde istikrarlı, evrensel özelliklerdir (Peterson ve Seligman, 2004). Öğretmenlerin daha geniş ahlaki eğitim amaçları için iyi ahlaki karakterlere sahip olmaları gerekir (Arthur vd., 2005; Carr, 2007; Osguthorpe, 2008) görüşünü destekleyen bir çalışmanın sonucuna göre öğretmenlerin karakter güçleri ile ahlaki eğitim vermeye yönelik öz yeterlik inançları pozitif yönde anlamlı ilişkiye sahiptir (Ghorbani vd., 2021). Literatürde etkili öğretmenlerin özellikleri ile ilişkilendirilen karakter güçleri aynı zamanda öğretmen adaylarının mesleki gelişim süreçleri açısından da incelenmesi gereken önemli bir yapı olarak önem kazanmaktadır.

Öğretmen adaylarının mesleki gelişimleri üniversitedeki ana bilim dallarına yerleşmeleri ile başlamaktadır. Diğer faktörlerin yanı sıra, öğretmenlerin öğretme şeklini belirlediğinden mesleki gelişim sürecinde, öğretmen adaylarının mesleki kimliklerinin oluşumu önem arz etmektedir (Beijaard vd., 2004). Mesleki kimlik oluşumu, deneyimlerin yorumlanmasını ve yeniden incelenmesini içeren; kişisel tarihi, sosyal, psikolojik ve kültürel faktörlerden etkilenen karmaşık bir süreçtir. Profesyonel olarak nasıl davrandığıyla o kadar güçlü bir şekilde iç içe geçmiştir ki öğretmenlikte mesleki kimlik ile kişisel kimlik birbirinden ayrı tutulamaz (Lamote ve Engels, 2010). Karakter güçleri kişisel kimliği yansıtmaktadır (Niemiec, 2018). Eğitim süreçlerinde öğretmen adaylarının karakter güçlerinin sistematik olarak belirlenmesi ve teşvik edilmesi, mesleki ve kişisel gelişimleri için önemli bir yol olabilir (Gradisek, 2023a). Karakter güçlerini desteklemek öğretmen adaylarının mesleki kimlik gelişimlerine ve iyi bir öğretici olmalarına katkı sunmasının yanında hem iyi bir ahlaki rol model olmalarında hem de öğrencilerinin ahlaki gelişiminde kendilerini daha sorumlu ve yetkin hissetmelerinde önemli bir etki sağlayabilir.

Etkili bir öğretmen olmak için kendilerini donatmaya çabalayan öğretmen adayları; bu çabanın getirdiği genel öğrenci stres faktörlerine ek olarak, zorlu bir akademik müfredat, uygulamalı dersler, öğretmenlik stajları ve algılanan yüksek talepler de dahil olmak üzere benzersiz zorluklarla karşı karşıyadırlar (Chaplain, 2008; García-Martínez vd., 2021; Geng vd., 2015). Öğretmenlerin ve öğretmen adayları ile aynı yaş grubunda yer alan üniversite öğrencilerinin karakter güçlerinin onların iyilik hali ve ruh sağlığıyla ilişkili olduğunu ortaya koyan literatürde çok sayıda çalışma mevcuttur. Buna dayalı olarak öğretmen adaylarının karakter güçlerinin onların etkili birer öğretmen olmalarına sunacağı katkının yanında iyi oluş düzeylerini ve ruh sağlıklarını da destekleyebileceği fikrini ileri sürmek yanlış olmayacaktır.

Eğitimde karakter güçlerini ele alan makalelerin analiz edildiği ve karakter güçleri çalışmalarında dışsal değişkenlerin test edildiği bir teorik analiz çalışmasında öğretmenlerin karakter güçlerinin, çocukların eğitiminde önemli bir faktör olduğu ve aynı zamanda öğretmenlik profesyonel kimliğinin geliştirilmesinde önemli bir gereklilik haline geldiği bulunmuştur (Yin ve Majid, 2018). Aynı sonuçların öğretmen adayları içinde söz konusu olup olmadığı araştırmaya değerdir. Gradisek'e (2023b) göre de yükseköğretim kurumları, özellikle de eğitim fakülteleri, öğretmen adaylarının karakter güçlerinin gelişiminin desteklendiği ve hem öğretmen adaylarının hem de öğretmenlerin olumlu duyguları deneyimlemelerinin sağlandığı pozitif kurumlar olmalıdır. Literatürde eğitim fakültelerinin bu görevlerini yerine getirme durumları ve öğretmen adaylarının karakter güçlerine yönelik yapılan sonuçları içeren çalışmaların derlenerek eksik kısımların belirlenmesi önemlidir. Bu sayede eksikler üzerine gidilerek bu konudaki literatür genişletilebilir. Buradan yola çıkılarak mevcut sistematik derlemenin amacı öğretmen eğitiminde karakter güçleri ile ilgili yapılan araştırmalar vasıtasıyla öğretmen adaylarının ve öğretmen eğitimindeki paydaşların karakter güçlerine ilişkin çok yönlü bir bakış açısı sunmaktır.

Yöntem

Nitel sistematik derleme modeli; tekil birincil araştırma bulgularının istatistiksel olarak analiz edilmeden özetlenmesidir (Norman, 2020). Mevcut araştırmada da nitel sistematik derleme modeli kullanılarak öğretmen adaylarının karakter güçleri ve öğretmen eğitiminde karakter güçleri ile ilgili çalışmaların sonuçları istatistiksel olarak analiz edilmeden özetlenmiştir. Mevcut derleme çalışması için protokol olarak sosyal bilimler alanına daha uygun olduğu ve daha sıklıkla kullanıldığı (Dibek ve Toptaş, 2023) için Sistematik Derleme ve Meta Analiz için Tercih Edilen Raporlama Maddeleri (PRISMA) kullanılmıştır. Çalışma kapsamında veri toplama süreci için yapılan literatür taraması; 28 Ağustos 2024 ile 15 Ekim 2024 tarihleri arasında Google Scholar, Ulakbim, YÖKtez, ProQuest Dissertation and Thesis veri tabanlarında, 2000-2024 yılları arasında kısıtlama yapılarak Türkçe ve İngilizce çalışmaları kapsayacak şekilde gerçekleştirilmiştir. Öğretmen eğitiminde karakter güçlerine yönelik çalışmaları belirlemek için, kapsamı daraltma adına "öğretmen adayları", "öğretmen eğitimi", "eğitim fakülteleri", "karakter güçleri", "pre-service teachers" "prospective teachers", "teacher candidates", "teacher education", "education faculties", "character strengths" anahtar sözcükleri aralarına "VE/AND" getirilerek kullanılmıştır. Derlemeye dahil edilme kriterleri (i) çalışmaların dilinin Türkçe veya İngilizce olması, (ii) çalışmaların 2000-2024 yılları arasında yayınlanmış olması, (iii) çalışmalara tam metin olarak açık erişim sağlanması, (iv) lisans öğrencisi öğretmen adayları veya öğretmen eğitiminde görev yapan paydaşlar ile ilgili çalışmalar, (v) VIA Karakter Güçleri ve Erdem Sınıflandırmasının temel alınması, (vi) VIA Karakter Güçleri ve Erdem Sınıflandırmasında yer alan bütün karakter güçlerinin ele alınmasıdır. Aramalar sonucunda bu kriterleri karşılayan toplam 15 çalışmaya (makale, araştırma raporları ve kitap bölümleri dahil) ulaşılmıştır. Dahil edilme ve hariç tutulma kriterlerini karşılayan çalışmalar listelendikten sonra amaçları, araştırma yöntemleri, kullandıkları ölçme araçları ve bulguları açısından mevcut araştırmanın sorularına yanıt verme düzeylerine göre araştırmacı tarafından incelenmişlerdir. Çalışmaların kalitelerinin irdelendiği bu işlemden sonra derlemeye 11 çalışma dâhil edilmiştir.

Bulgular

Araştırmaya dahil edilen üç makale, bir araştırma raporu, bir bildiri tam metni ve iki kitap bölümü öğretmen adaylarının öne çıkan karakter güçleri sıralamasına dair bulgulara sahiptir. Yedi çalışmanın da sonuçlarında ortak olarak vurgulanan öğretmen adaylarının öne çıkan karakter güçleri hakkaniyet (n=6), nezaket (n=6), dürüstlük (n=5), sevgi (n=5), minnettarlık, liderlik ve takım

çalışmasıdır (n=4). Araştırmaya dahil edilen yalnızca bir çalışmada öğretmen adaylarının cinsiyetlerine göre karakter güçleri sınıflandırması yer almaktadır. Bu çalışmanın sonucuna göre kadın ve erkek öğretmen adaylarında ortak olarak öne çıkan karakter güçleri hakkaniyet, nezaket, dürüstlük ve mizahtır. Kadın öğretmenlerin öne çıkan karakter güçlerinin daha çok bilgelik erdemi, erkek öğretmenlerin öne çıkan karakter güçlerinin ise daha çok cesaret erdemi altında yer aldığı söylenebilir. Araştırmaya dahil edilen bir makale, bir bildiri tam özeti ve iki kitap bölümünde öğretmen adaylarının öğrenim gördükleri ülke ve bölümleri yer almaktadır. Bu çalışmaların bulguları sentezlendiğinde Slovenya'daki öğretmen adaylarının öne çıkan karakter güçlerinin hakkaniyet ve nezaket, ABD'de öğrenim gören öğretmen adaylarının öne çıkan karakter gücünün nezaket, Myanmar'da öğrenim gören öğretmen adaylarının öne çıkan karakter gücünün takım çalışması olması üç ülke arasında farklılık olarak öne çıkmıştır. Öğrenim görülen bölüm açısından bakıldığında ise, fen bilgisi ve İngilizce öğretmenliğinde nezaket, sanat ve bilim öğretmenliklerinde takım çalışması ve okul öncesi öğretmenliğinde hakkaniyetin öne çıkan karakter güçleri arasında yer alması bölümler arasındaki farklılıklar olarak göze çarpmaktadır. Araştırmaya dahil edilen dört makalede öğretmen adaylarının karakter güçlerinin ilişkili olduğu değişkenler yer almaktadır. Bu dört makaledeki korelasyon katsayıları sentezlendiğinde öğretmen adaylarının mutluluk alt boyutlarıyla ile en çok ilişkili karakter güçlerinin bilgelik erdemi altında yer aldığı ortaya çıkmıştır. Öğretmen adaylarının öfkelerini ifadelerinin alt boyutlarıyla en çok ilişkili olan karakter güçlerinin adalet erdemi altındakiler olduğu tespit edilmiştir. Öğretmen adaylarının öfke kontrolleri ve öğretim profesyonelliklerinin alt boyutları ile en çok ilişkili olan karakter güçleri bilgelik erdemi altında yer almaktadır. Yirmi dört karakter gücünün tek tek analize dahil edildiği diğer iki makalede ise yaşam doyumu bir çoğu ile pozitif yönlü, psikolojik sorunlar ise bir çoğu ile negatif yönlü istatistiksel olarak anlamlı ilişkilere sahiptir. Öğretmen adaylarının yaşam doyumu ile en güçlü ilişkilere sahip olan karakter güçleri yaşam coşkusu, sevgi, umut, mizah, merak, minnettarlıktır. Öğretmen adaylarının psikolojik sorunlarıyla en çok ilişkili karakter güçleri ise umut, dürüstlük, azim, merak, hakkaniyet, alçakgönüllülük ve sosyal zekadır. Öğretmen adaylarının karakter güçlerine yönelik müdahale çalışmalarını ele alan iki kitap bölümü ve bir makale araştırmaya dahil edilmiştir. Buna göre öğretmen adaylarını odağına alan bu müdahale çalışmalarının; en temelde sahip oldukları karakter güçlerini fark edip kullanmalarından, yaptıkları staj uygulamaları süresince öğrencileri ve mentörleri ile olan ilişkilerinin iyileşmesine ve son olarak da psikolojik esnekliklerinin artması vasıtasıyla psikolojik sağlamlıklarının gelişimine kadar olumlu katkıları olduğu görülmektedir. Öğretmen eğitimindeki paydaşların karakter güçlerine yönelik araştırmaları ele alan yalnızca bir çalışma araştırmaya dahil edilmiştir. Bu çalışmanın bulgularına göre öğretmen adaylarının öne çıkan karakter güçlerinde yer alan minnettarlığın uygulama öğretmenlerinin öne çıkan karakter güçlerinde de yer aldığı görülmektedir. Ancak öğretmen adaylarından farklı olarak uygulama öğretmenlerinin öne çıkan karakter güçlerinde maneviyat, merak, öğrenme sevgisi ile estetik ve mükemmelliğin takdirinin bulunması bu gruptan farklılık gösterdiklerine işaret etmektedir.

Tartışma ve Sonuç

Bu sistematik derleme çalışmasının sonucunda öğretmen adaylarının öne çıkan karakter güçlerinin hakkaniyet nezaket, dürüstlük, sevgi, minnettarlık, liderlik ve takım çalışması olduğu belirlenmiştir. Öğretmen adaylarının cinsiyetlerine, öğrenim gördükleri ülke ve bölüme göre farklı karakter güçlerinin öne çıktığı tespit edilmiştir. Mutluluğun alt boyutları ile bilgelik erdemi, öfkeyi ifade etmenin alt boyutları ile adalet erdemi, öfke kontrolleri ve öğretim profesyonelliklerinin alt boyutları ile bilgelik erdemi, yaşam doyumu ile aşkınlık erdemi ve psikolojik sorunlarıyla öğretmen adaylarının en çok ilişkili olan karakter güçlerinin cesaret erdemi altında olduğu belirlenmiştir. Öğretmen

adaylarının karakter güçlerine dayalı hazırlanan müdahale çalışmalarının onların hem kişisel iyi oluşlarına hem de profesyonel gelişimlerine olumlu etkileri olduğu tespit edilmiştir. Öğretmen eğitiminin en önemli paydaşlarından olan uygulama öğretmenlerinin maneviyat, merak, öğrenme sevgisi ile estetik ve mükemmelliğin takdiri karakter güçleri ile öğretmen adaylarından farklılaştıkları ortaya konulmuştur. Öğretmen eğitiminde karakter güçleri önemli bir kaynak teşkil ettiğinden bu konudaki araştırmaların sayısının artırılması nitelikli öğretmen yetiştirmeye ve bunun sonucunda nitelikli eğitim ve öğretime fayda sağlayacaktır.

Publication Ethics Statement

It is imperative to note that all rules specified in the "Higher Education Institutions Scientific Research and Publication Ethics Guidelines" were scrupulously followed throughout the entire process of this research, from its planning and implementation to the collection and analysis of data. It is evident that none of the actions catalogued under the section entitled "Actions Contrary to Scientific Research and Publication Ethics" in the second section of the guidelines have been carried out. The present study was conducted in accordance with the prevailing scientific, ethical, and citation principles. The integrity of the data collected during the research process has been maintained, and no modifications have been made to the original data set. It is important to note that this work has not been submitted for evaluation to any other academic publication medium.

Conflict Statement

As the author of this research, I declare that I have no conflicts of interest.

Bu eser Creative Commons Atıf-GayriTicari 4.0 Uluslararası Lisansı ile lisanslanmıştır.